



Fleet Wood Lane School

Inspection Report

Unique Reference Number 120408
Local Authority LINCOLNSHIRE
Inspection number 291718
Inspection dates 30 November –1 December 2006
Reporting inspector Lynne Blakelock

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Wood Lane
School category	Community		Fleet, Fleet
Age range of pupils	4–11		Spalding, Lincolnshire PE12 8NN
Gender of pupils	Mixed	Telephone number	01406 423351
Number on roll (school)	153	Fax number	01406 490698
Appropriate authority	The governing body	Chair	Pastor Ross Dean
		Headteacher	Mrs Christine Wright
Date of previous school inspection	5 March 2001		

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Introduction

The inspection was carried out by two Additional Inspectors over two days.

Description of the school

This is a smaller than average, popular school which serves its local community and surrounding rural areas. Children enter with levels of knowledge and skills that are similar to those of most children nationally. Most pupils are from White British backgrounds and their first language is English. The number entitled to free school meals is below average. The percentage of pupils with learning difficulties and disabilities is below average. However, a higher than average percentage have statements of special educational need. Movement of pupils in and out of the school is significantly high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Fleet Wood Lane School is providing a satisfactory standard of education for its pupils. Inspection findings confirm the school's own evaluation of its work.

Leadership and management are satisfactory. The headteacher understands the developmental needs of the school and is addressing them appropriately. The work of subject leaders is improving provision. Governors support the school and monitor its work regularly. Whole school planning, however, does not consider sufficiently the future needs and challenges that the school faces. During the inspection, there was clear evidence that pupils were making satisfactory progress, even though standards declined from above average in 2005 to below average in 2006. This decline was due to staffing instability and high pupil mobility, and affected mathematics particularly. Strategies that were put in place by the school were successful in improving pupils' progress but not enough for pupils to meet their year end targets. These strategies have been extended, particularly in mathematics, where progress is slower than in English. Achievement and standards are now satisfactory. Pupils are on course to reach the challenging targets that have been set for 2007, supported by more rigorous tracking of their progress. Children in the Foundation Stage reach average standards and their achievement is satisfactory.

Teaching and learning are satisfactory throughout the school. Pupils make good progress when the work that they are set matches their abilities and when they are involved in their learning. In a number of lessons this does not happen and pupils' progress is slower. Pupils know their targets but marking does not always tell them how to move forward. They enjoy assessing their own work and discussing it with learning partners. The curriculum is good and focuses rightly on literacy and numeracy. Pupils benefit from increasing opportunities to use computers to assist their learning and improving science provision. They enjoy the programme of personal, social and health education (PSHE), which provides a wide range of skills and understanding. Learning is becoming more coherent because teachers are increasingly making links across subjects and providing broader learning experiences. Children in the Foundation Stage do not yet have a programme of outdoor lessons.

Pupils' personal development is good. They behave well and treat others with respect. They enjoy break times and make good use of the environmental area. They thrive when they have chances to help others and improve the quality of school life. The responsibilities they are entrusted with help them to develop satisfactory skills which they can use in their future lives. They have responded wholeheartedly to the school's strong lead on healthy lifestyles. Their spiritual development is satisfactory. They have a good understanding of the lifestyles of other cultures through interesting visits and theme days.

Care, guidance and support are satisfactory. The pastoral care of pupils is good. Pupils feel safe and secure in school because all systems are in place to support and care for them. This is appreciated by parents, who say staff are warm and approachable.

Although pupils know their targets, teachers do not always make full use of the information that they have about pupils when setting work.

What the school should do to improve further

- Raise standards and achievement throughout the school, especially in mathematics, by improving the quality and consistency of teaching and learning.
- Ensure that the work pupils have matches their abilities so that they always make as much progress as possible.
- Extend planning of the work of the school to anticipate its future needs and challenges.

Achievement and standards

Grade: 3

All groups of pupils, including those with learning difficulties and disabilities, are making satisfactory progress towards their learning targets. In the Foundation Stage, most children reach the standards expected but they do less well in their mathematical skills than in other areas. Standards at the end of Key Stages 1 and 2 were below average in 2006, having fallen from 2005 when they were above average. This was due to staffing instability and high mobility of pupils. Year 2 results were above average in writing but below average in reading and mathematics, although more able pupils performed well in reading and mathematics. Year 6 results were below average in English and science and well below average in mathematics. Although pupils made good progress following changes the school made to teaching arrangements, which have now been extended, it was not enough for them to reach their Year 6 targets. Pupils' current work indicates that they are poised to reach more challenging targets in 2007.

Personal development and well-being

Grade: 2

Pupils' personal development is good. The school is a happy environment where pupils feel valued as individuals. Behaviour is good because it is well managed. Pupils are proud of their school and enjoy learning. Attendance is satisfactory. Pupils make a good contribution to the life of the school through taking on special responsibilities, for instance as members of the school council or as road safety officers. They know really well how to keep themselves healthy. They also know how to keep safe due to the well organised PSHE programme. They develop adequate basic skills that will support their work at their next schools and in their later working lives. Pupils' spiritual, moral, social and cultural development is good overall. They have a good understanding of other cultures through visits and their work in school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. There are examples of good teaching where pupils are engaged well and make at least the progress that they should. Planning in these lessons shows clearly what pupils are expected to learn. Pupils behave very well when teaching engages them and the work matches their abilities. Progress is encouraged by pupils assessing their own work and by the increasing use of learning partners. However, this good practice is not seen throughout the school and in some lessons work lacks adequate challenge. Teachers have good subject knowledge and effective classroom management skills. These result in good relationships and a purposeful atmosphere in most lessons. The use of interactive whiteboards motivates pupils to learn. Marking usually tells pupils what they have achieved but does not regularly tell them the next steps to take in their learning.

Curriculum and other activities

Grade: 2

The curriculum is good, supporting the school's drive to improve progress through a good focus on the provision of basic skills. There are now more opportunities for cross subject learning which make lessons more interesting. The provision for information and communication technology (ICT) is an important improvement and the resources to support teaching and learning are good. The provision for science is also improving. PSHE is well integrated into subjects and makes a good contribution to pupils' academic and personal development. There is a satisfactory range of learning activities for children in the Foundation Stage, although these are restricted by the lack of a planned outdoor curriculum. Pupils with learning difficulties are supported by individual education plans which focus clearly on their specific learning needs. Teachers do not always ensure that the needs of the more able pupils are catered for consistently during every lesson, but a developing programme for gifted and talented pupils is in place. Pupils of all ages enjoy a good range of enrichment activities including clubs, visits and residential trips.

Care, guidance and support

Grade: 3

Teachers and learning support assistants know pupils well and the quality of pastoral care is good. The school works effectively with outside agencies. Parents value the care and support their children receive and the progress they make. Pupils are happy and secure and they trust adults to help them when any problems occur. Arrangements to ensure pupils' safety are in place and are understood by all staff. Academic guidance is satisfactory. Although pupils know their learning targets they do not always know how to reach them to improve their work. The school has good systems in place to

monitor academic progress but these still have to make a greater impact on raising standards.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher understands the needs of the school and has put appropriate strategies in place to raise standards. However, strategic planning of the school's work and future needs is not yet planned far enough ahead. Staffing is now stable and the headteacher is developing leadership throughout the school. Monitoring and evaluation of the school's work is regular and more rigorous. Subject leaders are enthusiastic and the development of their role is resulting in more effective professional development for staff. Governors are committed and are kept well informed. They challenge the work of the school adequately in their monitoring role. Resources and accommodation have improved since the last inspection. Improvement since the last inspection and the school's capacity to improve further are satisfactory. Parents are supportive because the school encourages their children and makes the school a happy place for them. The school gives satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

2 December 2006

Dear Pupils

Fleet Wood Lane School, Wood Lane, Spalding, Lincolnshire, PE12 8NN

Thank you for your help and friendliness when we visited your school a few weeks ago. We enjoyed seeing you at work and play and finding out from you what makes your school special to you. We enjoyed watching your awards ceremony and seeing how proud you are of the progress you are making.

You enjoy school and behave well. You work hard in lessons and say that you are helped in your learning by having clear targets. You know that Mrs Wright and all of the staff work hard to help you. You are making good use of the increased opportunities to use computers. You enjoy having responsible jobs to do and helping others. These include being road safety monitors or members of the school council. You appreciate the new environmental play area and use it well at breaks and lunchtime.

There are some ways in which your school could improve. The school needs to spend more time planning ahead and in making the teaching even better. You are making better progress now but you can still make more, especially in mathematics. Mrs Wright and the teachers will help you to do this. They will make sure that all the work that you are given is at the correct level to help you learn as quickly as you can. We are sure you will help the staff in making these improvements.

We send you our best wishes for the future.

Lynne Blakelock

Lead Inspector